



**OLYMPIC VALUES
EDUCATION PROGRAMME**

IMPLEMENTING THE OVEP PLAYBOOK

**A PRACTICAL GUIDE TO
OLYMPIC VALUES EDUCATION**



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This Guide is to be used in conjunction with
*The Fundamentals of Olympic Values Education:
A Sports-Based Programme* as part of the OVEP
toolkit.

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PREFACE

Only a small number of people in the world become Olympians, but every person can enjoy the benefits of being physically active. The IOC wants to address the global challenge of increasing rates of physical inactivity so that more young people will have the opportunity to become Olympians, but primarily so that more children and youngsters will develop life-long patterns of physical activity for the joy and health benefits that it brings.

Physical activity exists in many forms, including, but not limited to, sport, recreation, unstructured play, dance and exercise. Not all children have positive experiences in sport and physical activity. We want to change that. With more learner-centred and positive approaches that make physically active programming more inclusive, more children and youngsters will have excellent experiences in physical activity programmes, and be more likely to stay physically active for their entire lives.

The IOC Olympic Education Commission recognises the importance of supporting children and young people to learn values and skills that equip them for life. This advisory body strives to inspire educators on the promotion of Olympic values-based education and provides strategic direction on IOC programmes and activities related to the education of young people through sport.

This programme is designed to make it possible for young people of any skill level and from any part of the world to enjoy and learn from physical activity, as well as to gain life-long social, cognitive and physical competencies. Additionally, this programme can be modified to target adults, who would also benefit from values-based education and increased opportunities to be physically active.

We believe it is important to provide this resource now because of its potential to positively impact the following global visions, goals and guidelines.

Situate how this resource fits into the context of:

- The philosophy of Olympism;
- The IOC's vision of "Building a better world through sport";
- The Olympic Education Commission's strategic direction "to promote Olympism through education, physical activity and sport, engaging individuals to become responsible citizens of our world"; and
- The Olympic Movement's contribution to global policy development effectuated through action frameworks such as the UN Sustainable Development Goals and the delivery of quality physical education.

OLYMPISM AND VALUE-BASED EDUCATION

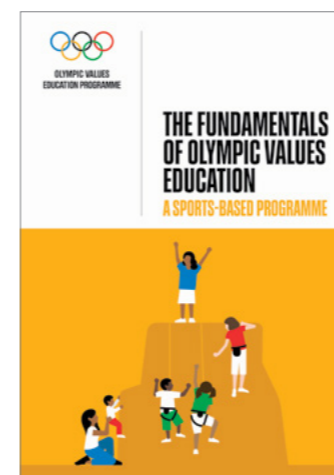
The Olympic Movement uses three core values to promote Olympism: Excellence, Respect and Friendship. They are, however, not the only values that help individuals reach their potential. Values such as determination, courage, perseverance and resilience are intertwined with these core beliefs and they can be found in abundance in the lore of the Olympic Games. OVEP is a values-based programme and can be used to:

- Develop a student's understanding of these values and help to implement them in their lives.
- Encourage students to participate in sport and physical activity.
- Strengthen the appreciation of effort in academic subjects.
- Promote positive behaviour and build healthy relationships between young people and their community.

Young people do not necessarily have to be participants in sport to take advantage of the resource, although this is a desired outcome.



THE OLYMPIC VALUES EDUCATION PROGRAMME CONTAINS THREE RESOURCES:



THE FUNDAMENTALS OF OLYMPIC VALUES EDUCATION: A SPORTS-BASED PROGRAMME



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ACTIVITY SHEETS: EXERCISES TO SUPPORT OLYMPIC VALUES EDUCATION

This is the official core resource for the project and the primary knowledge base within the framework for the delivery of OVEP. It has four sections. The first section, "Introduction to Olympic Values Education", explores the principles of Olympism and the Olympic educational themes. In the second section, the core elements of the Olympic Games from symbols to ceremonies are discussed and connected to values-based educational opportunities. Section three continues this work and discusses how the Olympic Movement has adapted to opportunities and challenges facing the world through initiatives such as the Youth Olympic Games (YOG), providing opportunities for women and recognising the importance of sustainability when hosting Games. The final section explores the importance of the Olympic educational themes and addresses contemporary issues that challenge the world's youth.

This guide will assist you in delivering the IOC's Olympic Values Education Programme (OVEP). It identifies 21st-century teaching strategies and learner competencies that are used to successfully implement OVEP. Numerous pedagogical strategies and examples of practical ways to implement OVEP are discussed.

Each activity sheet is a printable guide to a set of hands-on learning exercises that take the Olympic themes, symbols and the traditions, and provide students/learners with ways to experience this material through creative and thought-provoking activities. The activity sheets are differentiated to meet the developmental capabilities of students from the primary years to the upper years of secondary high school.

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OVEP, together with the accompanying resources, is not just about embedding values in the way that learners are taught, it is about helping participants experience and live by these values.

This guide offers practical support for educators' delivery of OVEP. The term "educators" is used in an inclusive sense, and refers to anyone who is involved in a caretaker role and/or is responsible for transferring knowledge. This includes teachers, community leaders, youth workers, sports coaches and parents, plus those working in humanitarian and sports organisations, educational institutions and non-governmental organisations. Likewise, learning and applying OVEP can take place in many environments: at home, in school, on a sports field, a place of worship, a community centre, a playground, etc. For brevity, the term "learning centre" is used in this document to describe all such learning environments.

This guide discusses the principles of delivering effective values-based education, and gives examples of how to plan, teach and assess values education in practice.

This guide is organised in sections to help an educator introduce and fully implement OVEP. However, it is important to note that this guide does not need to be read sequentially.

KEY PRINCIPLES OF THIS GUIDE

- It is not intended to be a prescriptive document, but rather a facilitating resource that will empower the educator.
- The effective use of this resource will be shaped not only by the experience and skill of the educator, but also by the manner in which it fits into the unique circumstances of the learning centre.
- Some learning centres will have impressive physical and educational resources, allowing them to fully implement many of OVEP's suggested activities. Other learning centres may have very limited resources. OVEP activities and resources can be, and should be, adapted in a manner that allows for successful implementation so long as these changes respect the spirit and intent of the programme.
- Most educators are required to follow an established educational curriculum; however, it is important to acknowledge that the application of OVEP does not pass judgement or contradict values that are taught in different cultures.
- The core values of Olympism Excellence, Respect and Friendship have global relevance and can exert a powerful and transformative influence on the lives of those who implement them.

This guide recognises that there will be a wide range of skills and experience in the educators implementing OVEP. Some educators will have completed teaching programmes in higher education and will relate to many of the suggested pedagogical strategies. Other educators may not have had formal training but may be respected leaders in their communities. Regardless of the educator's experience, the application of OVEP content and the suggested teaching strategies in this document are intended to guide and support all practitioners committed to seeing OVEP's successful implementation.

HOW THE OVEP CONTENT CAN BE USED

- To supply extra material and activities to an existing scheme of work.
- To inspire the development of a new scheme of work.
- As a scheme of work in its own right.



REFERENCES & FURTHER READING

- [Teaching Olympism in Schools: Olympic Education as a Focus on Values Education](#), Centre d'Estudis Olímpics, D. Binder, IOC-UAB (accessed August 2022).

SECTION 01

UNDERSTANDING THE BENEFITS OF OVEP

The Fundamentals of Olympic Values Education manual is an extensive educational resource packed with ideas, stories and activities that can teach values and inspire young people. It also has considerable potential to transform individual lives and whole communities, providing hope and opportunity to those who adopt the core values of Olympism: Excellence, Respect and Friendship. Nelson Mandela, the former President of South Africa, recognised the inherent power and potential in sport.

“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair. It is more powerful than governments in breaking down racial barriers. It laughs in the face of all types of discrimination.”

Nelson Mandela



It is important to stress that OVEP is not uniquely a sports programme designed to motivate future Olympians. Thomas Bach, President of the IOC, stated:

“The United Nations and the International Olympic Committee know how much sport can do to address the vast array of human and social needs in the areas of health, education, inclusion, sustainable development and peace... Yes, sport can change the world but it cannot change the world alone. When placing sport at the service of humankind we need, and want, partnerships with other players in society.”

OVEP engages with other partners such as schools, community centres, faith-based communities and sports organisations, to be facilitators of this programme.



WHAT ARE THE BENEFITS OF OVEP?

When OVEP is implemented it offers considerable holistic and practical benefits, not only for the individual, but also for families and communities. These fall into six broad categories:

- Individual
- Emotional
- Physical
- Social
- Behavioural
- Educational

INDIVIDUAL BENEFITS

It is well documented that successful sports programmes can influence the development of an athlete's values, character and sense of fair play. The knowledge and activities of OVEP are particularly effective in developing not only the core values of Olympism – Excellence, Respect and Friendship – but also life values such as perseverance, courage, assertiveness, honesty, integrity and personal responsibility. The Olympic Games provide countless examples of athletes who have overcome adversity to achieve their goals. There are stories of athletes showing immense courage in competition, and others displaying integrity despite having setbacks. OVEP draws on many of these stories to help inspire others to follow these good examples. Participating in OVEP also provides participants with a framework upon which they can develop leadership skills and then use them in activities that build their understanding of Olympism in practical ways.

PHYSICAL BENEFITS

OVEP is not meant to be a passive programme where participants merely read and reflect on values-based education. It is a programme that encourages its participants to be physically active and pursue vigorous goals in order to achieve healthy living. Three of the Olympic educational themes discussed in the OVEP Fundamentals Manual – the joy of effort, the pursuit of excellence and the balance between body, will, and mind – describe examples of athletes who have experienced a range of benefits from participating in physical activity. Participation in sport has allowed these individuals to reap considerable physiological benefits that in turn propelled them to higher performance. These benefits are not the reserve of the sporting elite; they are available to anyone who practises with frequency (how often you work out), intensity (how hard you work out), duration (how long you work out), specificity (the type of exercises or activity you choose) and progression (do you keep challenging yourself?). The adaptations made by the athlete when following those fitness principles can include: increased cardiorespiratory fitness, improvements in general motor skills, greater muscular strength, plus enhanced flexibility.

BENEFITS WHEN BEHAVIOUR CHANGES

Participation in OVEP can also lead to changes in behaviour. This values-based approach can increase a participant's pro-social behaviour, encourage contribution in civic events (volunteering, etc.), and these, in turn, can increase a person's sense of connection to others. By encouraging participation in sport (or other physical activities), OVEP can act as an insulator against social pressures that can lead to drinking, smoking, experimentation with risky behaviour, etc.

EMOTIONAL BENEFITS

One of the most frequently cited reasons for young athletes dropping out of sports programmes is that they stopped having fun. OVEP is designed not only to share knowledge and help the students' development skills, but also to be something that is so enjoyable that they will continue to participate in sport and benefit from all that it can offer. Enhancements in self-esteem, reductions in stress and protection against depression are noted as potential benefits of OVEP.



SOCIAL BENEFITS

Participation in OVEP can build resilience and social skills and can have profound effects on the student's life and that of their community. Whether in improved civic literacy (i.e. respecting the norms and traditions of positive social behaviour) or in bridging differences, OVEP has the potential to exert considerable influence in these areas. Promoting peace and understanding are key elements of Olympism (as expressed in the Olympic oath, the Olympic Truce, etc.). It is a purpose of OVEP to help promote peace, understanding and social reconciliation amongst individuals and communities.

OVEP also helps participants to understand the importance of social inclusion and acceptance; this is particularly beneficial to participants who have previously experienced challenges in their social relationships.

EDUCATIONAL BENEFITS

OVEP activities are also designed to challenge and enrich a student's learning experiences. When implemented with effective pedagogical strategies, this programme can improve academic performance, increase participant engagement in learning programmes, and have myriad benefits, including improved brain function and overall ability to learn.



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- [Learning Ideas](#), Ministry of Education of New Zealand (accessed August 2022).

SECTION 02

CREATING AN ENVIRONMENT FOR SUCCESSFUL LEARNING

An educator implementing OVEP will recognise the importance of the following elements: programme content, pedagogy, educator – student relationships, understanding the needs of the students and recognising the opportunities and challenges of the learning centre.

CONTENT

Section 01 of the Fundamentals Manual describes the principles of Olympism. It then articulates how the core values connect with the educational themes and links them to examples of Olympic education around the world. The material in the Manual has the capacity to stay relevant for many years and is not something that will quickly become outdated. Each new Olympic Games will generate a new cast of heroes and villains. Inspirational stories of athletes overcoming adversity will be offset by thought-provoking issues that will challenge our assumptions about fair play. The principles of Olympism, however, will never change. They will act as a guide for educators seeking to enrich their students' understanding of the complex issues that prevail in our sports and societies.

“The impetus to learn generally does not come first from content itself, but rather because a teacher has learned to make the content inviting.”

Carol Ann Tomlinson

PEDAGOGY

OVEP acknowledges that effective teaching can be achieved through many methods and will respect the pedagogical traditions from different cultures. This guide also recognises that these educators will possess a wide range of skill and experience. Some will have completed teaching programmes in higher education and will relate to many of the contemporary pedagogical strategies described in the Fundamentals Manual. Other educators may not have had formal training but may be respected leaders in their communities. No matter what the educator's experience, status or qualification, the suggested teaching strategies in this guide are intended to facilitate and create a positive learning experience for all students.

What makes OVEP appealing to a diverse range of learners is a blend of assessment methods, activity planning and innovative teaching methods. It stumbles when it is applied like a rigid set of instructions.



RELATIONSHIPS

Educators have an influential role in the development of their students' characters. Olympic athletes often acknowledge a coach or mentor, someone who not only taught them skills for the sports field but also helped them to become a person capable of leadership in their community.

When an educator has a positive and professional relationship with their student, they take on a position of trust and can inspire, support and guide the student as they face life's opportunities and challenges. The sense of connection that a student feels with their educator can build immense confidence and increase their sense of self-worth. The educator also takes a key role in creating a culture of acceptance for all learners. However, an educator who is judgemental, hostile and dismissive of their professional obligations as a role model exerts a detrimental influence and can harm the healthy development of the students. Codes of conduct for athletes, parents and coaches (educators) can be found in Section 04: “B. Learning to play fair” of the Fundamentals Manual.

“For each individual, sport is a possible source for inner improvement.”

Baron Pierre de Coubertin

UNDERSTANDING THE NEEDS OF THE STUDENTS

OVEP is a programme that can never be prescriptive; its effectiveness is built on thoughtful planning and the pragmatic, not idealistic, implementation of its activities. Thus it is up to the educator, the students and the leaders of the community to decide which educational themes and teaching methods will best meet the needs of those participating in the programme. It is important to acknowledge that the successful experiences of the participants in OVEP – whether they are student, educator or the broader community – are amplified when this programme is delivered in a joyful manner. It is meant to be fun!

All educators will know that their students are inherently curious. They seek knowledge and understanding and are eager to be challenged. To ensure that this desire for learning is honoured, an educator will select OVEP activities that are matched to the vast range of capabilities of the students. The days of “one size fits all” teaching are fading. Today's practitioners understand the need to include a student's ideas, opinions, learning styles and interests into an educational programme. The OVEP teaching methods selected in this guide will show how 21st-century learning competencies are being used to give students the skills, knowledge and, most importantly, values that will prepare them for this rapidly changing world.

The word “education” is derived from the Latin “educare”. It means “to draw out”. OVEP is about “drawing out” and building the values of Olympism – it is not about the imposition of rigid constructs.

RECOGNISING THE OPPORTUNITIES AND CHALLENGES OF THE LEARNING CENTRE

The effective use of this resource will be shaped not only by the experience and skill of the educator but also by the manner in which it is moulded to the unique circumstances of the learning centre. Some learning centres will have impressive physical and educational resources that will allow them to fully implement many of OVEP's suggested activities. Other learning centres may have more limited resources, like limited access to Wi-Fi or poorly adapted learning spaces. There are no easy solutions to the limitations imposed by poor educational facilities. Educators have long made the best of difficult circumstances and will continue to provide the very best that they can with the materials that they have. The spirit and intent of OVEP will not be diminished by poor-quality paper, a lack of art materials or the fact that students are sharing desks.

REFERENCES & FURTHER READING

- [Olympism Education: Teaching and learning Olympism in a New Zealand secondary physical education programme](#), S. Thorn, University of Canterbury, 2010 (accessed August 2022).

SECTION 03

OVEP AND 21ST-CENTURY LEARNING COMPETENCIES

There are many pathways that educators and students can use to deliver OVEP. The education pathways, as suggested on p. 18 of the Fundamentals Manual, range from formal higher education programmes, some of which are offered by the Olympic Movement, to integrated cross-curricular approaches used in learning centres. The goals of these pathways, and many others, are the same: to give OVEP participants an enriched, values-based experience that will give Olympism a personal meaning in their lives and that of their community. This section gives these pathways an educational structure upon which OVEP can be implemented as befits each educator's circumstance (type of learning centre, availability of resources, etc.). First, it will be useful to provide some background.

“Education is not the filling of a pail, but the lighting of a fire.”

William Butler Yeats



CHANGING PARADIGMS IN TEACHING AND LEARNING

There are many theories of learning and there are countless teaching strategies that have been devised to support them. Some of the more traditional educational approaches require the students to be passive recipients of information. In this regard, the extent of the student's learning is limited to the depth and understanding of that of the teacher – essentially, “you learn what they know”. This direct approach to learning focuses on the content that is provided, and reflects the preferences or interests of the teacher. Examples of direct teaching include class lectures – you just sit, listen and record information; and demonstrative learning – you watch the teacher carry out an activity, then follow the prescribed steps. In this direct teaching methodology the content is something that is “done to you” rather than something you select, based on your interests. **The efficacy of OVEP using these methods is limited and is not recommended.**

OVEP will be at its most effective when the participants actively engage with the material and use the 21st-century competency skills to explore their curiosity, questions and understandings.

21ST-CENTURY LEARNING COMPETENCIES

The educational paradigm currently reshaping learning and teaching methodologies is that of 21st-century competencies. Good practice in education now centres on the personalisation of the curriculum, which involves designing the programme around the interests and personal learning styles of each student. Key skills that support this approach and that are considered to be essential – core competencies – for students as they move into the workplace and adulthood now include:

- Creativity (inventive thinking) – Developing thinking strategies that bring unique solutions to complex problems.
- Problem-solving – Analysing challenges and working (usually collaboratively) to find solutions.
- Critical thinking – Using thinking strategies to understand the nature of complex problems and find inventive solutions.
- Collaboration – Developing the ability to work together.
- Civic literacy – Getting along with others and making a contribution in your community.
- Communication skills – Recognising the importance of communication (using many forms) to build character and culture.
- Becoming a self-directed learner – Students are encouraged to take responsibility for their own learning (rather than placing the onus directly on the teacher).

Clearly these skills are going to be developed only if the students actively engage with content. This student-centred approach to teaching directly contrasts with the teacher-centric methodologies of the past. Students are now recognised as important sources of information and they can use their experiences to design their learning content with a personalised bias.

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- [Sportanddev](#), website, (accessed August 2022).
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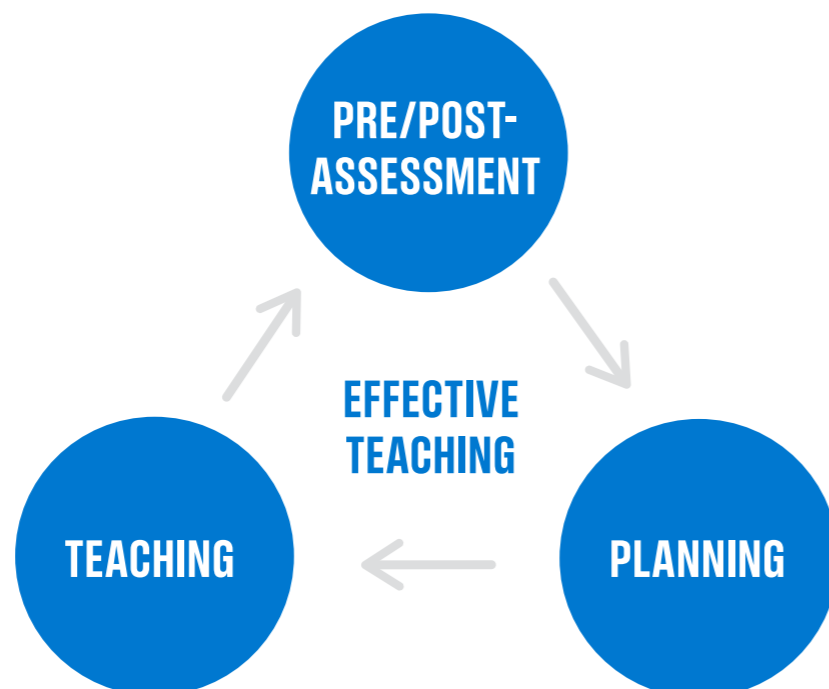
SECTION 04

THE TEACHING AND LEARNING CYCLE

This section will provide a framework – the teaching and learning cycle – that educators can use to support the implementation of OVEP. After this, educators will be able to learn different strategies that support the implementation of OVEP using 21st-century competencies.

The teaching and learning cycle features three key elements:

- Assessment
- Planning
- Teaching



“A goal, without a plan, is just a wish”

Antoine de Saint-Exupéry

PRE-ASSESSMENT

A good educator does not walk into a learning environment and just start teaching. With this old-fashioned approach, the view was that if you teach something you think is interesting, you might engage some students and that is the best you can hope for. Students expect and deserve better. The teaching and learning cycle offers a structure that helps the educator design lessons and activities that will support all learners. Pre-assessment is essential because it helps the educator understand the learning profiles of the students. This pre-assessment should be completed from two different perspectives: that of the educator and that of the student(s). An educator’s pre-assessment questions/data collection might include:

- What are the ages/gender/cultural composition of the students?
- What assessment information is already available? Talk to the previous educators and find out how the students learn, cooperate, experience difficulty, etc.
- Read the students’ report cards. Look at examples of work the students have already completed.
- What teaching methods engaged the students and inspired them to work hard?
- How did the previous educator enrich the programme or adapt it to meet the needs of different learners?
- What are the individual strengths/learning needs of each student?
- Do they need additional work to strengthen their understanding or are they ready to move on to more challenging concepts?
- Pre-assessment/data collection from the students might include:
 - What aspects of OVEP interest us?
 - What do we already know?
 - What would we like to know?
 - What sporting experiences would we like to try?
 - How do we like to express our learning (drama, written work, art, etc.)?

This information is used to inform the decisions of the educator in the next stage of the teaching and learning cycle.

PLANNING

Choosing appropriate content and planning engaging activities in OVEP can benefit from the use of a principle called “Understanding by Design (UBD)”. This is where the educator starts their planning by considering what skills, knowledge, and experiences the students will have at the conclusion of the project. “Beginning with the end in mind” is a catchphrase that will help the educator select the teaching strategies, and help them to consider how and when to use them.

Like an athlete preparing for peak performance at the Olympic Games, OVEP is most effective when it is planned and delivered with specific goals. These goals may range from the short-term – the specific learning objectives of a lesson – to medium-term – having the students explore an Olympism educational theme – to a long-term goal – implementing OVEP in a manner that builds values and repeatedly exposes students to Olympism year after year. Typically, educators will start with short- and medium-term goals and assess the programme’s effectiveness and popularity with the students.

Planning the pace of the programme or activity (e.g. an Olympic themed week versus a lesson every week for a month) is important because it will be blended with any other educational requirements the educator is obliged to deliver.

A good educator recognises that students have very different learning styles, different interests and personal preferences as to how they demonstrate their learning. Planning for and respecting these differences will also require the educator to consider the following:

- Accommodations – How to teach the same content but adjust the outcomes for a student with different capabilities. The educator may change aspects of the learning environment or use different equipment, but will still teach the same content as for other students.
- Modifications – How to change the programme so that the learner is able to interact with the material in an authentic way. Is there any special equipment or particular teaching strategy needed to facilitate the students’ learning? Are there any specific learning environments for which the activity is best suited? For example: Will the students best learn the concepts through outdoor experiential education, or in small-group discussions?



The pre-assessment data (i.e. how the students learn) and the planning process (what you are going to teach them) will direct the educator toward specific teaching strategies. The next section covers a few such methods – though it is by no means a comprehensive list, as pedagogy varies across regions, cultures and traditions.

Before viewing these methods it is important to recognise that these teaching strategies cannot be effective if they are applied in a random, scattered approach. An educator's effectiveness is increased when the learning is scaffolded with a structure flexible enough to meet the needs of all learners.

ASSESSMENT OF THE PREVIOUS LESSON'S LEARNING

The educator may choose to start the class by assessing the learner's understanding of the previous concept. Obviously, this step is skipped if everything is new. One increasingly popular teaching method is the "Flipped Classroom". In this method, learners are given the lesson's contents in advance. When they arrive at the classroom/ learning environment, it is to discuss the contents, work on assignments that deepen understanding, take tests or get help with difficult concepts.

INTRODUCTION OF NEW CONTENT

The educator uses the pre-assessment data to introduce skills and concepts in a manner that recognises the diversity of learning styles and interests of the students. Contemporary teaching strategies diminish the role of the educator as the "sage on the stage" and increase the capacity for the student to share their knowledge and experiences. Students are encouraged to take leadership roles, enriching their own understanding and supporting the learning of others.

FACILITATED PRACTICE

The educator takes on the role as a facilitator of learning. In this capacity the student is guided to explore and deepen their understanding of the material. The educator may make suggestions but, ultimately, the student develops a sense of "owning" their learning, rather than memorising facts that the teacher thinks are important.

FEEDBACK

The "GROW" model (developed by Sir John Whitmore) is often used to describe the elements of feedback.

- **Goal**
The educator starts a conversation with the student by asking "What was your objective in this task? Did you achieve it? What issues/problems do you identify with your work/understanding?" The purpose is to have the student develop self-reflective skills.
- **Reality**
Sometimes students do not accurately appraise their work or performance (hence the need for feedback). In this element, the educator shares with the student the aspects of the work that they considered positive. The educator then makes suggestions that might strengthen understanding or improve performance. It is important to note that affirmative phrases such as "good job" or "well done" are mistakenly interpreted by some educators as feedback. Such phrases – while well-intentioned – do not convey information that allows the student to recognise or identify areas of strength and areas for improvement.
- **Options**
The educator prompts or questions the student to explore other possibilities with this task. "What could you do differently? What opportunities exist that will deepen your understanding?"
- **Will (or Way Forward)**
This element prompts the student to consider how they will move forward. The student reflects on their learning and tries to identify (self-assess) areas for improvement.

INDEPENDENT PRACTICE

The educator encourages the student to practise and develop their learning outside of the context of the learning environment.

EXAMPLES OF ASSESSMENT

PERFORMANCE-FOCUSED ASSESSMENT

The student displays their work and receives feedback from educators, parents, peers, etc. These displays can include plays, songs, poems, etc. while feedback could be written or verbal.

EXAMINATION-FOCUSED ASSESSMENT

The educator uses tests (formative), quizzes, summative examinations and peer-made tests to ascertain depth of understanding.

SELF-ASSESSMENT

The student reflects on their work. They consider their initial goals and match the products of their efforts to these goals. This reflection can be expressed through written pieces, recorded interviews or monologues. Presentation of work in portfolios – especially electronic – is becoming increasingly popular.

PEER ASSESSMENT

The students request the feedback from peers. One strategy is "Three Stars and a Wish". This is where the peer starts their feedback with three very positive comments about the work they are appraising. They then follow this with a "Wish" – a comment that will help the student to further strengthen their work.

CONFERENCE-FOCUSED ASSESSMENT

The educator organises meetings in which the student discusses their work and receives feedback from interested parties. These are sometimes called "student-led conferences" and are a powerful way to help students take pride in their work, and also to feel connected to those who are giving them feedback.

CRITERIA-BASED ASSESSMENT

The educator creates rubrics that relate specific requirements to a number. Thus the student can self-assess and gather information on areas in which their work or understanding needs strengthening.



POST-ASSESSMENT

The final part of the teaching and learning cycle is to revisit assessment, although it should be stated that assessment can take place at any time throughout a unit, theme or project, not just at its end. As with pedagogy, there are countless methods an educator can use to assess student learning and ensure that the educator uses methods "as a tool for growth, rather than a means to point out mistakes" (Tomlinson, 1999, p10).

THE CYCLE THEN REPEATS

The educator uses the assessment data to plan for the next lesson and the next unit, and does so with the knowledge that the material is chosen and delivered in a manner that is challenging and respectful of the learner's unique needs.

ASSESSING, MONITORING AND EVALUATING PHYSICALLY ACTIVE OVEPS

Assessment is used in specific lessons to guide instructors' decisions and actions to best support young people's experiences and learning. Monitoring consists of the analyses of at least several assessments for the purpose of identifying what needs to be improved, or what is successful so that a programme maintains its strengths. Evaluation is used upon completion of a programme to determine its effectiveness, identify areas for growth and to determine if instructors were effective.

A programme plan provides a guide for delivering the programme, based on the best information the instructor has prior to delivering the programme. When the programme is happening, it is possible that unpredictable conditions or behaviours will arise that make it difficult to complete the programme according to the plan. For example, perhaps the youth-to-instructor ratio was too high, and the programme was not meeting objectives because of this high ratio. The instructor will have to modify the programme to address the needs of their participants and achieve the overall goals of the programme by seeking additional instructors and/or instructing youth in sub-group settings during activities.



ASSESSMENT AND MONITORING

Assessment is a method of collecting information in order to guide future instruction.

An instructor that is assessing if participants are learning the key themes of a programme will use a technique to investigate what concepts may have to be revisited or taught in another way, or what concepts youngsters understand. Assessment can be formal (e.g. written responses by participants about content) or informal (e.g. observation, verbal responses to questions). It can be formative/ongoing, or it can be summative/occur at the end of an experience.

ASSESSMENT

The following are examples of different types of assessment:

- Enter Slips/Tickets – Ask questions as participants enter and begin a lesson.
- Exit Slips/Tickets – Ask questions as participants enter and culminate a lesson.
- Pair and Share – Ask participants to find a partner and each share their answer to a question provided by the facilitator about what they have learned from the programme so far. Instructors can walk around the space and listen to sharing to determine whether the participants have grasped the concepts or not.
- Observation – The facilitator or instructor observes participants' skills or behaviour and determines whether or not progress is being made towards the goals of the programme. Based on this feedback, the facilitator or instructor can provide adjustments feedback that will help youngsters improve based on these observations.

MONITORING

Monitoring is when a facilitator or instructor steps back from individual sessions and analyses assessment responses over time to determine areas that need improvement and to identify what is working well.

There are several purposes to monitoring:

- To adjust the course of the physically active OVEP programme so that they are optimised to achieve the goals and objectives. For example, if participants are not engaged, monitoring will inform facilitators and instructors to try delivering material through different instructional strategies.
- To help inform future “Train the Trainer” workshop participants of physically active OVEP programmes. For example, perhaps five sessions were not adequate to achieve the planned objectives, so future programmes might need to allow for more sessions.
- Accountability of facilitators and instructors to achieve their goals and objectives. For example, if an instructor has observable comprehension of OVEP themes as a goal for their programme sessions, yet does not observe the themes in action during programme sessions, they may not be meeting their objectives. This will help them, or others, recognise a weakness in the delivery of their programme and take action to improve it.

Assessment techniques that focus on assessment for learning support good pedagogical practices. Below are examples of both traditional and positive assessment practices. Physically active OVEPs require positive assessment practices.

TRADITIONAL ASSESSMENT PRACTICES	POSITIVE ASSESSMENT PRACTICES
Skill assessment takes place in isolation of games or dances or routines.	Skill assessment takes place in a real-life experience such as a small-sided game, dance performance or gymnastics routine.
A formal assessment such as a written test often consumes a lot of time and decreases physical activity time.	Assessment is often informal and occurs in an ongoing manner in real-life settings so that skill-specific feedback can be given to participants as they are physically active.
Assessments include writing and solitary work.	Assessments may include writing and solitary work but also include observation, discussion and group question and answer episodes.
Assessment of memorisation or what a learner knows or can identify.	Assesses how information can be applied and transferred by a learner.
Set up tasks so young people have the opportunity to practise.	Set up tasks so that only several youngsters have the opportunity to practise at one time and the rest of the time they are observing others.



EVALUATION

In order to determine the physically active OVEP's effectiveness, an evaluation should find out if young people:

- had more opportunities to be physically active than before the programme;
- understand the five Olympic educational themes; and
- understand how to apply, and if they are applying, the five Olympic educational themes to their lives, both inside and outside of the programme.

Prior to developing the programme evaluation procedures, please consider these Dos and Don'ts of youth physically active programme evaluations.

DO	DON'T
Use programme evaluation as a way to determine if the programme has met its objectives or not.	Use programme evaluation only as a way to present the programme in a positive manner.
Use programme evaluation results to make necessary changes for improvement.	Take results personally or feel like the programme has no future if the evaluation shows that the programme did not meet all of its outcomes.
Familiarise yourself with programme evaluation methods within the Positive Youth Development (PYD) field and consider these measures for the physically active OVEP. Note that examples for review are provided in this section.	Develop an evaluation form quickly and not have it reviewed by peers.
Consider the group being evaluated and make all accommodations necessary to enable them to complete the evaluation (e.g. have evaluation form(s) translated, if necessary).	Choose people to participate in an evaluation in a biased way, or to ensure a particular result.
Strategically use programme evaluation data to justify or make the case for funding and/or programme delivery partnerships.	Overlook negative or critical feedback when presenting results to funders. They often want to know how things can be improved and how they can help to make the improvements.
Consider various sources of evaluation data, including participants' reaction/feedback, instructor observation, and participant surveys or feedback forms ranking or rating.	Only collect quantitative data (numbers). Participants' words or experiences, anecdotes or stories (qualitative data) can be powerful tools in encouraging future funders or partners to be a part of the programme.
If using observation tools, include a section whereby the observer can provide words to illustrate the context for the observation.	Collect data without information on the participants or context in which they participate in the programme. Although the information should be collected without names, to ensure privacy, other information is important to collect (e.g. age, number of sessions attended, primary language if it differs from the language that the OVEP was delivered in).
Tell the participants what the data will be used for.	Publish the data or the names of those who completed the evaluations without their permission.
Share your evaluation results with the participants.	Keep the data to yourself.

SECTION 05

TEACHING METHODS THAT SUPPORT THE IMPLEMENTATION OF OVEP

Like many fields of study, teaching methods – pedagogy – have their fair share of jargon and terminology. Some of the terms may be easily understood, e.g. “learning objectives” or “discussion groups”. But other terms e.g. “differentiation”, “scaffolding” or “compacting” are perhaps not as widely recognised. One of the educator’s tasks is to apply teaching methodologies that promote OVEP without the reliance on technical language for support. Pragmatism is most effective when it has plain language as its foundation – teaching does not need to be over-complicated in order to be effective! This section reviews teaching methods that can develop OVEP using 21st-century learning competencies and other methodologies that build on existing knowledge and support the learner.



TEACHING METHODS, 21ST-CENTURY LEARNING COMPETENCIES AND OVEP

CREATIVITY

The generation of new ideas or solutions is an important skill that is incorporated into OVEP.

The following methods can be used:

- Guided or open-ended enquiry – This can be either an individual or a collaborative process that encourages students to be their own explorers of knowledge and understanding. There are several ways in which this can be done:
- Guided enquiry – The teacher poses a question, the student(s) then choose the processes to research, then communicate their findings.
- Open-ended enquiry – The students choose their own question, methods of research and methods of communicating their results and discoveries.
- Think – connect – challenge – express – The educator guides the student to appraise the problem and link it to their current understanding, before challenging it and finally expressing their new understanding.
- Drama is valued as a powerful way of provoking thought, sharing ideas and inspiring new ways to look at issues. Drama is used in some of these OVEP activities to bring to life issues emerging from Olympism and provide a fun way for students to connect with this material.
- Role-play – The students research characters from an Olympic story then act it out. They then consider and discuss questions.
- Critical thinking – Rather than being one skill, critical thinking is a composite of different thought processes: analysing information, synthesising into some personal meaning and forming a judgement about this new information. This is an important skill in OVEP because it helps the student develop their own understanding rather than having it given to them by an educator.
- Metacognition – In this technique, students are encouraged to analyse their thinking process – what does it tell them? Does the thinking reveal bias or depth? Does it prompt or require further questions to gain greater clarity? This method is best suited for advanced thinkers – not those who are still at a concrete-sequential level (i.e. young children).

PROBLEM-SOLVING

If we want the students to develop their own ideas about values-based education, we will need to give them the skills to think for themselves. The ability to problem solve, and its companion skill, critical thinking, will help this process.

- Carousel learning – This is a brainstorming activity. The educator poses a question – it may have several parts – and writes it down on several sheets of paper. These are taped to walls. Students rotate from paper to paper. They consider the question on the paper, reflect, then write down their responses. They then move onto the next paper. At the end, the papers are taken down and studied for patterns and discussion items. This method can activate the student’s prior knowledge and provoke new lines of enquiry. It also allows less confident and outspoken members of the class to make thoughtful contributions.
- Jigsaw learning – In this method, students are split into groups and study a different piece of one problem. They then gather together, share their ideas and put together their solution to the problem. It is a strong method for promoting collaboration. If one piece of the puzzle dominates the rest – just like a jigsaw – it will not work. The pieces must fit together.
- Working backwards – This is a unique teaching strategy whereby the students start their work at the finishing point. The students then have to determine the preceding steps that helped to reach this point.
- Structured enquiry – The teacher provides a question and expects specific outcomes from the research. The key aspect of this approach is for students to develop analytical and reflective thinking.

CRITICAL THINKING

Teaching methods that will develop this skill include metacognition, carousel learning, jigsaw, working backwards, and structured enquiry. Also:

- Question and answer – This method draws on the skill of the educator to ask questions that explore a student’s understanding and then challenge them with further questions based on their responses. This approach gives the students the opportunity to make predictions and provide reasoning that in turn will be challenged for strength or accuracy.
- Panel discussion – A moderator (an educator or a student) is selected to present questions to a group of people (perhaps students or experts). The format for the panel’s responses can vary. The moderator may put an issue to a specific member of the panel or pose the same questions to all members. After a specified time answering the question (with no interruptions) the other panel members can comment on the responses.



COLLABORATION

This is a process that facilitates learning by bringing the skills, knowledge and experience from others and incorporating them into your own learning. Many of the activities in the OVEP toolkit utilise collaborative teaching skills.

- **Circle of sharing** – In this method of learning, students are placed in a circle and given one problem to work on. Everyone in the circle thinks about the problem – usually an open-ended, challenging question. A recorder will then transcribe the responses and contributions of each person in the circle. After gathering all of the input, the scribe summarises the answers and this leads to further discussion.
- **Round table** – In this strategy, an educator writes a question (or several questions) on a piece of paper. Students write answers or suggest ideas and then pass the paper on to the next member of the group. This is a useful way of generating ideas but is also a means for the educator to gauge the group's level of understanding.
- **Panel discussion** – A moderator (an educator or a student) is selected to present questions to a group of people (perhaps students or experts). The format for the panel's responses can vary. The moderator may put an issue to a specific member of the panel or pose the same questions to all members. After a specified time answering the question (with no interruptions), the other panel members can comment on the responses.
- **Peer teaching** – Research has repeatedly shown that allowing students to teach one another has a profound impact on the learning success of both the student and the teacher. It is especially powerful for students who find the material to be challenging. Having a peer teacher helps the developing student to connect with both the material and their peers in significant ways.

CIVIC LITERACY

- Developing leadership skills and a sense of civic service (volunteering) facilitate the implementation of OVEP values.
- Role modelling – both student and educator – is an important reinforcement of these skills.

COMMUNICATION SKILLS

OVEP values can be developed through many forms of media. Information communication technology (known as ICT) offers sophisticated tools to share learning, communicate messages, collaborate, problem solve and create. Some of these tools are widely used by young people: Facebook, blogs, vlogs, Prezzi and PowerPoint.

- **Blogs** – Students with internet access can write about their experiences of OVEP and then post them online. A blog is like a diary or journal and can take whatever style of writing you feel matches your purpose. You may wish to write persuasively, express opinions or celebrate the successes of others. It can be whatever you want it to be. Some blogs are written for an audience of followers, while others may be just for the joy of personal expression. There are plenty of blogging resources available online and these can be easily located through search engines.

As some students may not have access to these tools, or internet access, more traditional tools of communication may also be used:

- **Journals** – Students are encouraged to keep a journal as they work their way through these OVEP activities. It can record their thoughts and shape their ideas on topics that require debate and opinion. They can become a powerful archive of a student's developing sense of character.
- **Response journals** – These are used by the student to write their thoughts (over time) to a question. For example: The educator may pose a question "Can OVEP change the character of a student?" As the student participates in the OVEP activities, they will be able to make journal entries in response to this question.
- **Literature circles** – This is a great way to gather students' ideas about OVEP topics. Students are placed in (or choose) small groups. They are given a text to read and then discuss its contents. They can report back to the larger group on the conversations and opinions that were expressed. These literature circles can be used for studying books as well as shorter pieces of writing.

SELF-DIRECTED LEARNING

- **Project-based learning (PBL)** – Students are encouraged to select a question that will guide their learning for the designated length of the assignment or project. OVEP and PBL are a natural fit as students might select one or more educational theme(s) and then explore aspects matched to their interests. The PBL approach would allow the students to choose how they presented what they have learned. The students explore their thinking around this question and choose ways in which they would like to express what they have learned. This is not intended to be a quick process but is something that can last weeks, even months. An example of a project-based learning question using OVEP material could be: "Olympism transforms societies. What does this mean for you and your community?"
- **Case study** – Students may decide to pursue a detailed, focused study of a particular aspect of OVEP. Methods of demonstrating their learning – in keeping with a personalised approach – should be decided by the student.
- **Choice boards** – The educator writes learning options on a board that connect with the objective of the lesson. The student chooses which activity is best suited to their learning style and current interests. It also gives the student a choice over how they wish to demonstrate their learning.
- **Learning stations** – The educator creates a series of stations with activities that connect to the lesson's theme. The educator can allow the students to self-direct their movement from one station to another, or direct them as seems necessary.



TEACHING METHODS THAT BUILD OR SUPPORT EXISTING KNOWLEDGE

Scaffolding

This is a technique whereby the educator breaks the task into smaller, more manageable pieces and supports the learner until they are ready for more complex pieces.

Compacting

The educator uses the pre-assessment data and determines whether it is necessary for a student to work on an aspect of the assignment. If they have mastered the concept, they are ready to move onto something more challenging.

Anchoring

Some students will finish work quickly. An educator can provide supplemental material that builds on the concept/learning that has been assigned to the rest of the class.

TEACHING BY ADJUSTING OVEP CONTENT

Accommodations

The educator teaches the same content for each student and expects the same outcomes, but needs to give students with different capabilities more time, or perhaps different equipment, to enable them to demonstrate their learning.

Modifications

The educator adjusts the content so that the learner interacts with the material in a manner that is respectful of their capabilities.

ADJUSTING THE PACE OF LEARNING

Some students are motivated to produce quality work when given specific timelines. For other students this will create anxiety and inhibit their learning. Teaching methods that adjust the pacing (variable, self-directed, accelerated, decelerated, etc.) can be used to support the diversity of learning styles.

ORGANISING THE STUDENTS

There are many ways to organise your students:

- Clustering gifted kids together so that they may deepen their learning together.
- Mixing groups of students with different learning styles and different needs has been shown in research to benefit all learners.
- Random grouping prevents learning cliques forming in a learning environment.
- Behavioural grouping – Organising students in a manner that allows those who are shy or less vocal to have an opportunity to share ideas (and not be intimidated by more outspoken individuals).

LEARNING BY DOING

Constructivism

This is a method – articulated by the ancient Greek philosopher Aristotle – that believes students connect in a deeper, more meaningful way when they actively engage with the material rather than sitting passively, receiving facts. The activities suggested in OVEP allow the students to learn about Olympism by doing, not just hearing about it.

LEARNING THROUGH ENQUIRY

This can be either an individual or a collaborative process that encourages students to be their own explorers of knowledge and understanding. There are several ways in which this can be done:

- **Guided enquiry**
The teacher provides a question, the student(s) then choose the processes to research, then communicate their findings.
- **Structured enquiry**
The teacher provides a question and expects specific outcomes from the research. The key aspect of this approach is for students to develop analytical and reflective thinking.
- **Open-ended enquiry**
The students choose their own question and methods of research and methods of communicating their results and discoveries.
- **Socratic questioning**
This ancient strategy, inspired by the teachings of Greek philosopher Socrates, is led by the educator, who challenges the students to question their understandings and defend their opinions.

ORAL TEACHING METHODS

Some cultures use oral methods of education to teach students. Storytelling, use of analogies and Socratic questioning (using questions to explore deeper thinking on a topic) are examples of such methods.

DIDACTIC METHODS

There are cultures where students best learn by giving them heavily prescribed instruction – meaning the state dictates what you will learn. Students typically receive information from the instructor and their questioning is limited to carefully defined parameters.

SECTION 06

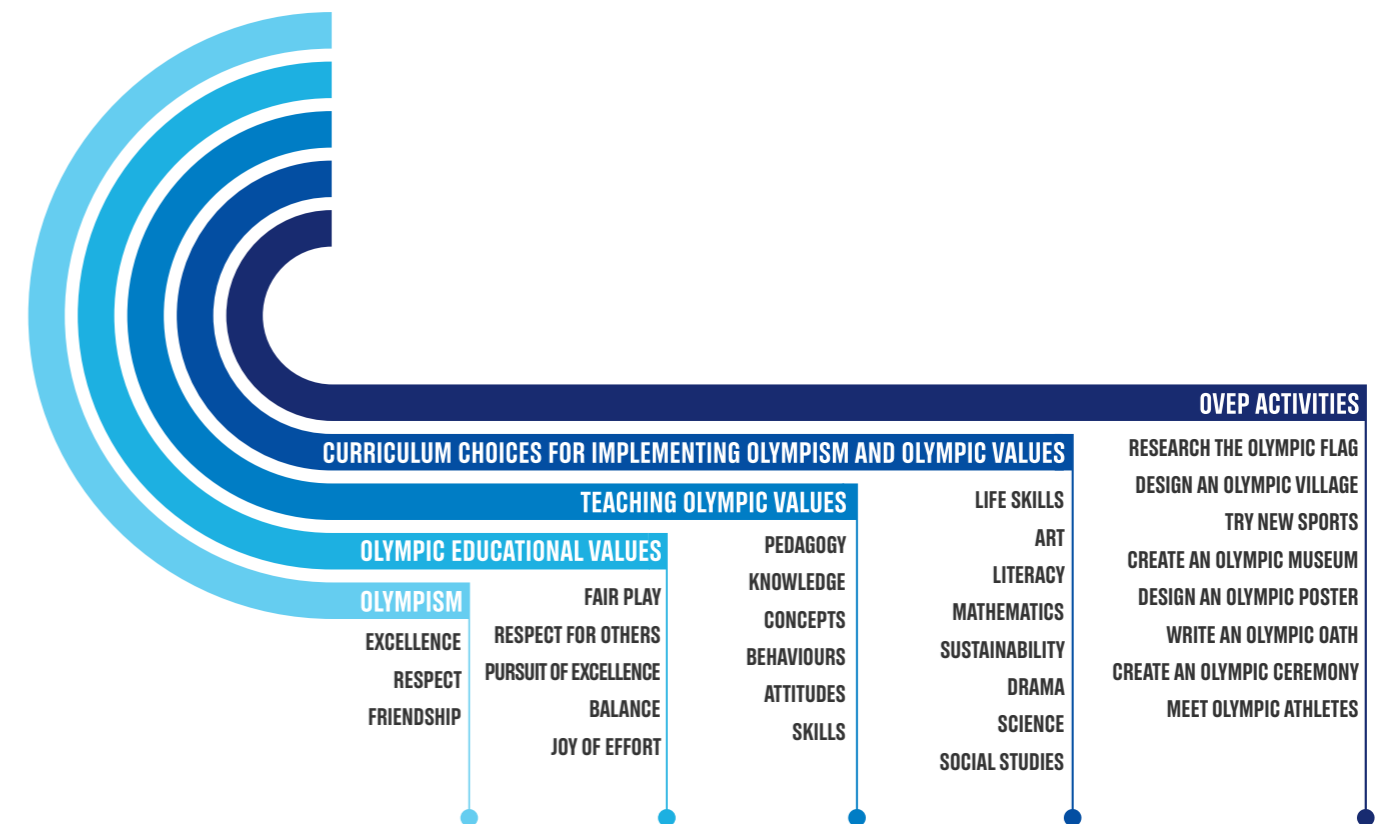
OLYMPIC EDUCATIONAL THEME-BASED TEACHING (UNITS OF WORK)

The Fundamentals Manual provides material for enquiry, discussion, reflection and activity. Implementing this work so that it is coherent and aligns with the learning objectives of OVEP can be achieved by using these materials in the following ways:

- OVEP resources are used as a standalone activity.
- OVEP resources are blended into other educational projects.
- OVEP resources are fully integrated into the curriculum but are used only for a specific period (e.g. during the Olympic Games).
- OVEP is implemented as a scheme of work using project-based learning.
- OVEP activities are implemented by subject area.
- OVEP activities are implemented by using the Olympic educational themes.



IMPLEMENTING OVEP



OVEP RESOURCES ARE USED AS A STANDALONE ACTIVITY

The educator may have only a small amount of time or limited resources to spend on OVEP. Thus they could select activities that match these constraints and teach them in a manner that still helps them to achieve their desired outcomes – e.g. inspiring students to adopt the values of Olympism. A classroom teacher could ask the students to consider a thought-provoking question and then choose an activity from the Activity Sheets that allows them to further explore this work.

Choose a way to express your thoughts and learning on this question. Clearly such an approach also lends itself to a much deeper examination using multiple activities.

Example: An educator is teaching a life skills course and wants the students to consider ways in which sport and the Olympics can promote international peace and cooperation. The educator could use the questions posed on page 49 of the Fundamentals Manual – The language of peace – to provoke conversation and develop the students thoughts on this issue. The Fundamentals Manual is used in this example as a resource to support a specific topic/learning opportunity rather than being used as a full programme.

SECTION 07

DELIVERING PHYSICALLY ACTIVE OVEPS

Education and physical activity are powerful ways to engage children and youngsters in realising their potential. Physically active programmes that are delivered with good-practice instructional strategies facilitate the social, emotional and cognitive development of children and youngsters, promote academic achievement, strengthen self-esteem and enable the integrated development of the mind and body.^{1,2,3}

You are invited to come on this learning journey and light the global torch of physically active Olympic values-based education!



SAFETY

In order for individuals to feel welcome and comfortable, it is important they feel safe – physically and emotionally.

Below are some tips for providing a physically and emotionally safe environment for participants in physically active OVEPs.

SAFETY TIP	HOW TO IMPLEMENT SAFETY TIP
Plan to ensure participants are comfortable	<ul style="list-style-type: none"> Let participants know where restrooms are located. Let participants know about specific nutrition breaks. Ask participants to listen to their bodies during active sessions and do not force them to be physically active in case they have an injury that you are unaware of. Use the phrase, "I invite you to..." so that they feel welcome to participate but also not stressed or threatened. Invite them to stand or stretch or take a break whenever it is needed.
Plan to ensure participants are physically safe	<ul style="list-style-type: none"> Facilitate or instruct while keeping your back to the wall. Facilitate or instruct while keeping your eyes on all participants. Identify natural or other barriers in the learning space so that participants can avoid them. Follow local policy related to facility and equipment maintenance and standards. Encourage participants to demonstrate appropriate and logical risk assessment practice so that decisions are made based on minimal risk. Mark boundaries using descriptive terms, or by using markers such as lines in the dirt, cones etc. Use a direct/command teaching style (instructor talks, participants listen) when initially leading activities with greater potential for risk, such as archery or gymnastics, to establish safety protocol. Ensure environmental risk factors and hazards are minimised and planned for as part of any risk management protocol (e.g. sun protection, dehydration, hypothermia, insect allergies).
Plan to ensure participants are emotionally safe	<ul style="list-style-type: none"> Use gender-inclusive language such as 'friends' or 'all' rather than 'guys'. Ensure the rights and freedoms set out in the Olympic Charter are secured (e.g. race, religion, sexual orientation). Encourage participants to ask clarifying questions whenever necessary. Accommodate individuals with disabilities and reach out to community members and support in order to meet their needs. Invite participants to communicate any issues that may arise during the training and support them in finding a solution.



PHYSICALLY ACTIVE LEARNING

Physical education and physical activity programmes have the potential to make profound contributions not only to the development of fundamental movement skills and physical competences, but to the development of social skills and behaviours, self-esteem and academic and cognitive development.⁴

Research shows that there is a strong connection between youth participation in physical activity and positive behavioural and psychosocial competencies.⁵

Through physical activity children and youngsters learn or acquire:

- respect for the body – their own and others’;
- integrated development of the mind and body;
- self-confidence and self-esteem;
- social and cognitive development and academic achievement.

Recognising the significant contribution that physical education can make to all aspects of learning by children and young people, there is increasing support for learning approaches focused on “education through the physical” as opposed to only “education of the physical”.⁶ The recognition of the role that physical activity plays in the learning of the whole child aligns with the Olympic thinking of harmony and the balance between body, will and mind.

POSITIVE YOUTH DEVELOPMENT (PYD) AND PHYSICAL ACTIVITY PROGRAMMING

The process by which young people acquire the competencies to navigate adolescence in healthy ways is known as Positive Youth Development (PYD).⁷

The goal of the PYD approach is to promote physical and mental health as well as cognitive, psychological, emotional and social development amongst young people. Participant-centred approaches that actively engage the learner throughout the learning process are best positioned to foster PYD. Programmes that are designed to achieve positive youth development focus on the 5Cs of competence, confidence, connection, character, and caring/compassion.⁸

A PYD environment in which each participant has an opportunity to be successful can be created by making a physical activity experience inclusive, developmentally appropriate, and respectful of all individuals and their abilities.



DELIVERY OF POSITIVE YOUTH DEVELOPMENT-FOCUSED PHYSICAL ACTIVITY PROGRAMMING

Sport does not magically teach life lessons.⁹ In fact, sport and other forms of physical activity can decrease physical activity behaviours if participants have too many negative experiences.

Many children in our community have physical and cognitive differences so it is important to build an inclusive programme that ensures meaningful access and participation by all young people. The following table presents Dos and Don'ts for physically active OVEP instructors to support an optimal physically active experience for young people.



DO	DON'T
Purposefully plan and implement Positive Youth Development content into each physical activity.	Assume that Positive Youth Development connections will automatically occur through physical activities.
Encourage teamwork and community among the group.	Set young people up against each other and implement practices such as losers having to pick up the equipment or perform an additional physical activity as punishment for losing.
Invite young people to share their likes and dislikes so that their feedback can be used to plan sessions and activities.	Try repeatedly to make an activity enjoyable for the young people if they continually say that they do not enjoy it.
Set up tasks so that young people are focused on doing their best, improving or mastering a task.	Set up tasks so that only a few youngsters are competing for who can be the fastest, as this will often hinder the process or quality of movement.
Set up tasks so youngsters have the opportunity to practise.	Set up tasks so that only several youngsters have the opportunity to practise at one time and the rest of the time they are observing others.



GOOD PEDAGOGICAL PRACTICES FOR LEARNING THROUGH PHYSICAL ACTIVITY

Learning through physical activity is an approach where activity serves as the vehicle to teach content. In physically active OVEPs, activity is the vehicle to teach the five Olympic educational themes. By applying good pedagogical strategies in physically active OVEPs, young people are more likely to experience movement in a warm, inclusive and joyful setting while they learn about the five Olympic educational themes, and how to apply the values throughout their lives.

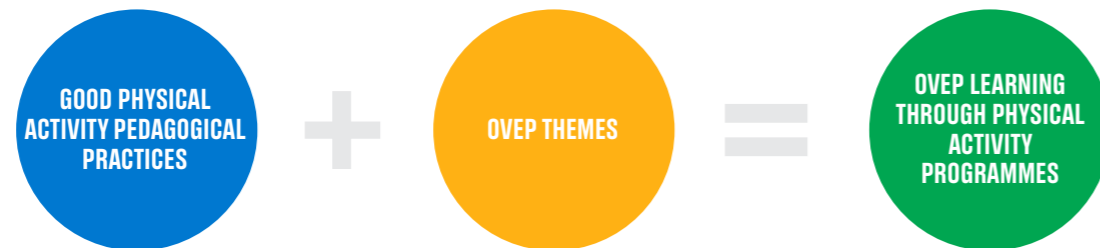
Not only can physical activity provide an inclusive and joyful setting for young people to learn about the five Olympic educational themes, it can also have profound and positive impacts on children and youngsters, including:

- **Healthy physical development** by supporting physically active behaviours and developing skills for long-term involvement in physical activities.
- **Social development** through opportunities to spend time with peers and be part of a group.
- **Emotional well-being** through the reduction of stress, anxiety and depression that can result from long-term physical activity behaviours.

Thus, to deliver OVEPs in physically active settings that demonstrate good pedagogical practices is a strategic way to support young people's healthy development through values-based education initiatives.

As physical activity educators, your job is to support the social, physical and emotional development of children and young people by designing programmes and activities that support positive experiences in sport and physical activity programmes. Therefore, it is critical that the physical activity used as the vehicle to teach values-based education demonstrates good practices. When individuals experience exclusion, social isolation and unfairness in sport or other forms of physical activity, it makes them feel negative about physical activity programmes. These kinds of experiences make it less likely for children and young people to participate in such programmes and develop lifelong physically active behaviours.

In order to demonstrate good pedagogical strategies in physically active OVEPs, you need to understand and be able to apply teaching strategies for positive and inclusive physical activity programming. By the end of this section, you will be well equipped to do so!



BACKGROUND INFORMATION ON LEARNING

MOSSTON'S TEACHING STYLES AND PHYSICALLY ACTIVE LEARNING

Everyone learns in different ways. To be an effective physical activity instructor, it is important to understand and apply a range of instructional styles. In the 1960s, a physical education teacher, Muska Mosston, developed a spectrum of teaching approaches that shows how various teaching styles, learning styles and activities provide different experiences for the learner, ranging from teacher-centred to learner-centred.

The spectrum shows the variations in instructional style depending on who is making decisions during an activity. If the teacher is making decisions, the instructional style is at the teacher-centred end of the spectrum, and if the learner is making decisions, the instructional style is at the learner-centred end of the spectrum.

Instructors of physical activity programmes can use this spectrum to understand the range of teaching styles and which work best based on the learners, and the activity they will teach. Mosston's teaching styles can be used both in the classroom and in physically active settings.

Using a variety of teaching styles throughout a programme is the most effective way to reach all learners.

A command/direct teaching style is rarely a good practice for learners because it is too teacher-centred; however, it could be an important style to use to establish a physically safe environment. For example, if young people are learning about OVEP themes through an archery activity, it is likely best to teach safety protocols in a command/direct style. Once important safety objectives are met, an instructor could use a self-teaching style such as reciprocal or self-check, where youngsters design and play a game of archery that includes safety as well as skill and tactics.

It is important to note that learner-centred teaching styles engage learners more than teaching styles near the command/direct style on Mosston's spectrum.

A SUMMARY OF MOSSTON'S SPECTRUM¹⁰

A	COMMAND/DIRECT	Teacher/coach/facilitator makes all the decisions and youngsters follow their instructions.
B	PRACTICE	Youngsters complete all prescribed tasks.
C	RECIPROCAL	Youngsters work in pairs or groups of three and one person provides feedback.
D	SELF-CHECK	Youngsters self-assess their own performance against criteria.
E	INCLUSION	Youngsters monitor their own work prescribed by an adult leader (e.g. teacher, coach, etc.).
F	GUIDED DISCOVERY	Youngsters reach general conclusions through specific facts, experiences and/or reflections.
G	DIVERGENT	Youngsters solve problems without the assistance of an adult leader.
H	INDIVIDUAL	The adult leader determines the content and the youngsters plan the programme.
I	INITIATED	The adult leader plays the role of advisor as the youngsters plans their own programme.
J	SELF-TEACHING	Youngsters takes full responsibility for the learning process.



LEARNER-CENTRED PEDAGOGICAL STRATEGIES

In addition to the good pedagogical physical activity teaching strategies described previously, there are other learner-centred teaching strategies that can support participants' learning about OVEP and how to best instruct OVEP programmes. These are recommended because in addition to being learner-centred, they stimulate critical thinking, collaboration and problem-solving – all 21st-century learning skills.

TEACHING	DEFINITION
BRAINSTORMING	A method of instruction used so a group can share ideas that come to mind. The instructor's role in this strategy is to facilitate a discussion and invite people who might not volunteer to share their ideas. These ideas can be used to determine solutions for case scenarios related to OVEP themes, or areas in which lessons learned through OVEP physically active programmes can be applied to other areas of life.
CASE STUDY APPROACH	A case study, or case scenario strategy, provides young people with an example of a situation that could be real-life. The case study can be used by individuals or in small groups. This is an effective instructional strategy as it promotes critical thinking, problem-solving and consideration of various consequences. Case studies were originally designed for the classroom context, but a case study approach can be an effective tool in physically active programmes.
JIGSAW	Grounded in cooperative learning, youngsters participate in small groups and each is assigned a different piece of information. Those who have the same piece of information find each other and discuss, research and try to understand their information. Then the young people return to their original groups, where everyone shares their findings, and the group collaborates to "piece together" the main idea, concept or topic covered. The purpose of this instructional strategy is to foster critical thinking and collaboration among group members. The jigsaw instructional strategy recognises that each youngster to play an important role for the completion and full understanding of the final product.
MODIFIED PROJECT-BASED LEARNING	Project-based learning (PBL) is a learner-centred instructional strategy used over time to enable young people to solve a real-life problem or gap. It is most commonly used in classroom settings in education, but can also be implemented in recreation or after-school programmes. When a PLB instructional strategy is used, youngsters gather together and analyse information, make decisions collaboratively, provide a solution/project to the identified challenge, reflect and critique their work and refine it. In PBL, young people may choose to lead a health fair, petition for a new bike lane on a local road or visit an animal shelter. PBL can be a useful instructional strategy in OVEP programming as it allows participants to determine areas of need in their communities, and then to find a solution for the identified challenge(s). If working with young people, keep in mind that student choice and voice in service projects should align with OVEP themes as well as young people's perceived concerns or identified areas for growth.
NO-STAKES PEER REVIEW STRATEGY	A no-stakes peer review instructional strategy is when peers listen to each other's solutions or ideas and, without judgment or assessment, make suggestions to further this work. It is a no-stakes instructional strategy because it is to be used to progress the learning, not to evaluate it. The purpose of this strategy is to build on or modify previous ideas and proposed solutions. Peer review strategies are useful so that young people practise the skill of listening while others critique their work. Then the young people consider the comments and determine whether they will use particular comments to guide revisions, and if so, which, and why. Peer review in no-stakes environments eliminates pressure and encourages learners to focus on the learning process and improving current bodies of work rather than worrying about what is right or wrong.
WORLD CAFÉ	World café is a method if you want a large group of people to discuss questions in different small group settings. Typically, large groups are divided into groups no larger than four or five. In these small groups, participants sit in a circle formation to emulate a café environment. Participants move on to groups with new people after a certain period of time to revisit questions or discuss additional questions. World café is used to allow people to gain insight into what many others are thinking, to have their thoughts challenged by others and to exchange confidence-sharing ideas with different people. Facilitators share questions, use start and stop cues when it is time for people to find new groups, and inform participants when it is time to address new questions.



PLANNING FOR PHYSICALLY ACTIVE OVEPS

The following table provides tips to help assist in planning, implementing and evaluating of a physically active OVEP.

PHASE	OBJECTIONS
PLANNING YOUR PROGRAMME	<ul style="list-style-type: none"> Determine potential group of youngsters who will participate and their specific needs and interests. Try to find out as much information as you can about the participants in advance in order to help plan targeted programmes. Try to find out what issues are important to a community and the individuals in those communities. Do not make assumptions on their behalf. Determine what local resources are available to help ensure sustainability. Develop competence in good pedagogical practices for delivering physically active programmes. Determine the system, instructor(s) and setting for your programme. Determine budget needs and ways to solidify funding (e.g. corporate partners, grant funding). Determine necessary partners (e.g. trust channels in high immigrant populations to help encourage participation or to help with potential translation needs) to encourage youth participation. Develop parent/guardian permission forms for youth participation that consider all local policy that must be followed. Plan the physically active lessons alongside of OVEP themes. Determine equipment needs. Determine how long each lesson will be and schedule day(s)/time(s) for programme delivery. Train instructors to deliver the physically active OVEP programme.
IMPLEMENTING YOUR PROGRAMME	<ul style="list-style-type: none"> Deliver programme. Administer and analyse assessments to guide instruction. Develop a monitoring system and analyse assessments to adjust the programme. Implement, encourage and monitor good pedagogical practices.
EVALUATING YOUR PROGRAMME	<ul style="list-style-type: none"> Identify short-, mid- and long-term goals and outcomes for the programme. Choose assessment and evaluation tools that will enable you to track your goals and outcomes. Administer and analyse youth participant evaluations. Administer and analyse instructor evaluations. Administer and analyse parent/guardian evaluations. Make necessary and feasible programme changes.





LINKING OVEP ACTIVITIES TO CURRICULUM SUBJECTS

ACTIVITY	OLYMPIC EDUCATIONAL THEME	SCHOOL SUBJECTS	TEACHING METHODS
01 Baron Pierre de Coubertin and the Olympic Movement	Respect for others, balance, fair play	Art, Drama, Social Studies	Role-play, enquiry, theatre, discussion
02 The Olympic symbol	Respect, pursuit of excellence	Art, History, Social Studies	Discussion, enquiry
03 Flying the flag	Respect	Art, History, Geography, Social Studies	Discussion, enquiry
04 Citius, Altius, Fortius – Communter	Pursuit of excellence, balance, joy of effort	Physical Education, Writing, Literacy, Geography, Social Studies	Discussion, enquiry
05 Igniting the spirit: the Olympic flame	Respect	Physical Education, Writing, Literacy, Geography, Mathematics	Guided enquiry, circle of sharing
06 The Olympic Games opening ceremony	Pursuit of excellence, balance, respect for others, fair play	Drama, Art, Music	Guided enquiry, role-play, theatre
07 The Olympic Games closing ceremony	Pursuit of excellence, balance, respect for others, fair play	Writing, Literacy, Drama, Art	Enquiry, Socratic questioning
08 Music and the Olympic Anthem	Friendship, Pursuit of excellence, Respect for others	Art, Music, History	Discussion, listening, physical coordination, role play, creativity
09 The Olympic medals	Pursuit of excellence, Respect for others	History, Art, Geography	Discussion, listening, role play, creativity
10 The Olympic oath	Fair play, respect for others, joy of effort	Writing, Literacy, Drama, Art	Constructivism, Socratic questioning
11 The Olympic Truce	Respect for others, balance, fair play	Writing, Literacy, Drama, Art	Circle of sharing, round table
12 Peace and the Olympic Games	Respect for others, fair play	Writing, Literacy, Drama, Art	Circle of sharing, round table
13 The Peace Heritage Game	Respect for others, fair play, friendship, joy of effort	Writing, Literacy, Drama, Art	Circle of sharing, round table
14 Sport and art in Ancient Greece	Respect, balance, pursuit of excellence	Art, Geography, Social Studies	Guided enquiry, constructivism
15 Sport and art at the modern Olympic Games	Respect, balance, pursuit of excellence	Art, Geography, Social Studies	Guided enquiry, constructivism
16 Emblems and mascots	Balance, respect, joy of effort	Art, Writing, Literacy	Literature circles



ACTIVITY	OLYMPIC EDUCATIONAL THEME	SCHOOL SUBJECTS	TEACHING METHODS
17 The Olympic sports programme	Balance, pursuit of excellence, fair play, respect for others, joy of effort	Art, Business Studies, Drama, Music	Enquiry, collaboration
18 The Youth Olympic Games (YOG)	Balance, pursuit of excellence, fair play, respect for others, joy of effort	Social Studies, Drama, Music	Creativity, collaboration
19 The Olympic Refuge Foundation and the IOC Refugee Olympic Team	Friendship, pursuit of excellence, Respect for others	Social Studies, Life Skills	Research, event preparation, Collaborative preparation, critical thinking
20 Breaking through barriers: women in sport	Balance, pursuit of excellence, fair play, respect for others, joy of effort	Art, Drama	Role-play, theatre, creativity
21 The Paralympics: "Spirit in Motion"	Balance, pursuit of excellence, fair play, respect for others, joy of effort	Physical Education	Role-play, enquiry, constructivism
22 Hosting the Olympic Games	Balance, pursuit of excellence, fair play, respect for others, joy of effort	Writing, Literacy, Business Studies, Art, Music, Drama	Enquiry, constructivism, creativity
23 The Olympic Village	Respect, pursuit of excellence, fair play	Social Studies, Science, Biology, Art	Creativity, problem-solving
24 Overcoming the challenges of the Olympic Games	Balance, pursuit of excellence, fair play, respect for others, joy of effort	Art, Drama, Life Skills, Social Studies	Role-play, discussion
25 Sustainable development through the Olympic Games	Balance, respect for others	Social Studies, Science, Biology, Art	Creativity, problem-solving
26 Experiencing the joy of effort through sport and physical activity	Joy of effort, pursuit of excellence, fair play, balance, respect for others	Physical Education	Problem-solving, creativity, collaboration
27 Celebrating humanity: stories from the Olympic Games	Respect for others, balance, fair play, pursuit of excellence, joy of effort	Social Studies	Discussion, role-play, circle of sharing
28 Living by the rules of fair play	Fair play, respect, balance	Art, Drama, Life Skills, Social Studies	Role-play, discussion
29 Practising respect for oneself and others	Respect	Art, Writing, Literacy	Literature circles, discussion
30 My rights = my responsibilities	Respect, balance, fair play	Life Skills, Social Studies	Enquiry, thinking skills
31 Making difficult choices	Respect, balance, fair play	Life Skills, Drama	Role-play, discussion, problem-solving
32 Doing your best by pursuing excellence	Pursuit of excellence, balance	Writing, Literacy	Journal, response journals, circle of sharing
33 Perseverance and the Olympic Games	Pursuit of excellence, joy of effort, respect	Physical Education	Discussion, creativity, role modelling, problem-solving
34 Resilience and the Olympic Games	Respect, joy of effort, fair play	Social Studies	Enquiry, creativity
35 Courage at the Olympic Games	Respect, joy of effort, pursuit of excellence	Social Studies	Discussion, enquiry, circle of sharing
36 Living an active, balanced and healthy life	Joy of effort, pursuit of excellence, fair play, balance, respect for others	Physical Education	Problem-solving, creativity, collaboration



SUGGESTED FURTHER READING ON PEDAGOGY

All of the information stated below is correct at the time of printing and subject to change without notice.

Pacing strategies and classroom instruction

<http://www.edutopia.org/blog/instructional-pacing-tips-rebecca-alber>

Thematic education

<http://www.funderstanding.com/educators/thematic-instruction/>

Lesson design and planning

http://www.crlt.umich.edu/gsis/p2_5



REFERENCES & FURTHER READING

- [Sport for Development: What role can sport play in sustained social change?](#) video, Magic Bus, 2013.
- [Play Academy: Resources for Teachers](#), webpage, Right To Play International.
- [International Inspiration](#), webpage, International Inspiration.
- [Kolb's Learning Styles](#), diagram, www.businessballs.com.
- [Olympic Ambassador Programme](#), webpage, The New Zealand Olympic Committee, 2016.
- [Youth in Sport - Keeping Kids in the Game](#), video, Hugh McDonald, TEDxLangleyED.



GLOSSARY OF TERMS

The terms below are to add to your knowledge base but are not necessarily included in the resource materials. This Glossary is intended to be for general use.

ACCOMMODATION

The educator teaches the same content for each student and expects the same outcomes, but needs to give students with different capabilities more time, or perhaps different equipment, to enable them to demonstrate their learning.

ANCHORING

Some students will finish work quickly. An educator can provide a supplemental activity that builds on the concept/learning that has been assigned to the rest of the class.

ASSESSMENT FOR LEARNING

The process of gathering information in a session or activity with the purpose of using the information to make decisions regarding future instruction.

AUTHENTIC ASSESSMENT

Assessment that occurs in a real-life setting, such as: small-sided game, dance performance, gymnastics routine, etc. Authentic assessments do not include assessing skills in isolation.

BLOGS

Students with internet access can write about their experiences of OVEP and then post them online. A blog is like a diary or journal and can take whatever style of writing you feel matches your purpose. You may wish to write persuasively, express opinions or celebrate the successes of others. It can be whatever you want it to be. Some blogs are written for an audience of followers, while others may be just for the joy of personal expression. There are plenty of blogging resources available online and these can be easily located through search engines.

BUILDING COMMUNITY

The process of group members coming together, learning about each other, and understanding all members have a voice within a group. Building community should occur early in a workshop or programme and be ongoing.

CAROUSEL LEARNING

This is a brainstorming activity. The educator poses a question – it may have several parts – and writes it down on several sheets of paper. These are taped to walls. Students rotate from paper to paper. They consider the question on the paper, reflect, then write down their responses. They then move onto the next paper. At the end, the papers are taken down and studied for patterns, discussion items, etc. This method can activate the student's prior knowledge and provoke new lines of enquiry. It also allows less confident, less outspoken members of the class to make thoughtful contributions.



CASE STUDY

Students may decide to pursue a detailed, focused study of a particular aspect of OVEP. Methods of demonstrating their learning – in keeping with a personalised approach – should be decided by the student.

CHATROOMS

Many of the OVEP activities are designed to solicit and develop the thoughts of students. Digital chatrooms could be great forums for collaborating with students in other parts of the world. The use of chatrooms as a teaching method, while full of potential, must also be used with sound professional judgement, for they can also be places where inappropriate content is expressed. Educators are advised to consult with their IT departments for recommendations.

CHOICE BOARDS

The educator writes learning options on a board that connect with the objective of the lesson. The student chooses which activity is best suited to their learning style and current interests. It also gives the student a choice over how they wish to demonstrate their learning.

CIRCLE OF SHARING

In this method of learning, students are placed in a circle and given one problem to work on. Everyone in the circle thinks about the problem – usually an open-ended, challenging question. A recorder will then transcribe the responses and contributions of each person in the circle. After gathering all of the input, the scribe summarises the answers and this leads to further discussion.

CIVIC LITERACY

An understanding of how to engage within a community (local, global) in order to strengthen a society.

COLLABORATION

This is one of the 21st-century learning competencies and is an important technique for teaching many of the OVEP activities. Students are encouraged not only to “get along”, but also to seek and value the ideas of others as they work together on projects and assignments.

COMMUNICATION SKILLS

Many of these OVEP activities develop the students’ communication skills. In writing, they have the opportunity to express their opinions creatively through storytelling, article writing and interviewing. They can also develop their methods of personal expression through movement, drama and the spoken word (such as monologues or dialogues). The OVEP activities value the thoughts and contributions of all learners, whatever their capabilities, and many of the recommended teaching methods are designed to allow equity of voice in debate and discussion.

COMPACTING

The educator uses the pre-assessment data and determines whether it is necessary for a student to work on an aspect of the assignment. If they have mastered the concept, they are ready to move onto something more challenging.

CONCEPT MAPPING

This technique asks students to identify relationships between ideas and themes, and then express them in a visual way. Example: Olympism connects to Olympic educational themes, which connects to joy of effort, which in turn connects to an aspect of sport. This thinking strategy helps the students place large amounts of information into categories that can then be analysed (or used in whatever way the project or assignment requires).

CONSTRUCTIVISM

This is an educational philosophy that suggests students learn most effectively when they are “doing” or experiencing the learning, rather than passively interacting with the content. Many of the OVEP activities prompt the student to develop their thinking and understanding of values using constructivism, as opposed to sitting in a classroom and being lectured to.

CREATIVITY

This is recognised as one of the key 21st-century learning competencies. Students are encouraged to bring their own ideas to problems and means of expression.



CRITICAL THINKING

Rather than being one skill, critical thinking is a composite of different thought processes: analysing information, synthesising into some personal meaning and forming a judgement about this new information. This is an important skill in OVEP because it helps the student develop their own understanding rather than having it given to them by an educator.

DEBATING SKILLS

Many skills are developed through the use of debates as a pedagogical strategy. The following are some skills developed through proper debate practices: verbal communication, effective listening, critical thinking, and confidence.

DIFFERENTIATION

This is a process whereby the educator designs a unique learning experience for the student. They may find it necessary to adjust key variables in the classroom: the content, the pace of the learning, the expected learning outcomes, the organisation of the students (for example, mixed ability or clustered around interests).

DRAMA

One of the great contributions from ancient Greece – along with the Olympics – was drama. It was valued as a powerful way of provoking thought, sharing ideas and inspiring new ways to look at issues. Drama is used in some of these OVEP activities to bring to life issues emerging from Olympism and provide a fun way for students to connect with this material.

ENTRY CARDS

At the start of a lesson or unit, students are encouraged to write down their questions about its topic on a small card. Specifically, they will write what they know and want to know. These cards can then be referred to throughout the unit by the educator and student, and used as reminders to focus work and answer questions.

ENQUIRY

This can either be an individual or a collaborative process that encourages students to be their own explorers of knowledge and understanding. There are several ways in which this can be done:
Guided enquiry: The teacher provides a question, the student(s) then choose the processes to research, then communicate their findings.
Structured enquiry: The teacher provides a question and expects specific outcomes from the research. The key aspect of this approach is for students to develop analytical and reflective thinking.
Open-ended enquiry: The students choose their own question, methods of research and methods of communicating their results and discoveries.

EXIT CARDS

The companion to the entry card is the exit card. At the conclusion of the unit, the student writes down the things they have learned, along with areas that are of interest for further study and any questions or challenges they have faced.

EXPERIENTIAL LEARNING

In this method, students are tasked with completing activities where the power and impact of the lesson is best achieved by “doing”. In the Paralympics activity sheet 19, the exercises are best “studied” by playing the games rather than thinking about them.

FLIPPED CLASSROOM

In this method, learners are given the lesson’s contents in advance. When they arrive at the classroom or learning environment, they are asked to discuss the contents and work on assignments that deepen understanding, take tests or get help with difficult concepts.

FORMATIVE ASSESSMENT

Ongoing assessment used to guide future instruction. Formative assessment can be informal (e.g. show a thumbs up if you understand or a thumbs down if you do not understand) or formal (e.g. writing a comment on a paper to be submitted).

FORUM THEATRE

One of the great contributions from ancient Greece – along with the Olympics – was drama. It was valued as a powerful way of provoking thought, sharing ideas and inspiring new ways to examine issues. Some of these OVEP activities use drama to bring to life issues emerging from Olympism, providing a fun way for students to connect with this material.



GUIDED OR DIRECTED READING/ DISCUSSION/THINKING/WRITING	The educator can use OVEP and supplementary materials – articles, books, blogs, websites – to support the student's understanding of the questions posed. In directed reading, the educator may ask the student to make predictions (“What do you think might happen if...?”), use prompts to stimulate deeper thinking, help the student make comparisons, find similarities and note differences.
JIGSAW LEARNING	In this method, students are split into groups and study a different piece of one problem. They then gather together, share their ideas and assemble their solution to the problem. It is a strong method for promoting collaboration. If one piece of the puzzle dominates the rest then – just like a jigsaw – it will not work. The pieces must fit together.
JOURNALS	Students are encouraged to keep a journal as they work their way through these OVEP activities. It can record their thoughts and shape their ideas on topics that require debate and opinion. They can become a powerful archive of a student's developing sense of character.
LEARNING STATIONS	The educator creates a series of stations with activities that connect to the lesson's theme. The educator can allow the students to self-direct their movement from one station to another, or direct them as seems necessary.
LITERATURE CIRCLES	This is a great way to collect students' ideas about OVEP topics. Students are placed in (or choose) small groups. They are given a text to read and then discuss its contents. They can report back to the larger group on the conversations and opinions that were expressed. These literature circles can be used for studying books as well as shorter pieces of writing.
METACOGNITION	In this technique, students are encouraged to analyse their thought process – what does it tell them? Does the thinking reveal bias or depth? Does it prompt or require further questions to gain greater clarity? This method is best suited for advanced thinkers – not those who are still at a concrete-sequential level (i.e. young children).
MODIFICATIONS	The educator adjusts the content so that the learner interacts with the material in a manner that is respectful of their capabilities.
MONITORING AND EVALUATION	Monitoring a programme is ongoing and includes check-ins with participants, their families and instructors, so that feedback can be gathered to improve the programme in an ongoing basis. Evaluation is a comprehensive approach to data (i.e. quantitative, qualitative) used in order to determine if the programme has met its objectives and goals and to provide feedback to participants.
NO-STAKES ENVIRONMENT	An environment in which there is no judgment or evaluation placed on activities performed or content shared.
OLYMPIC VALUES	The core Olympic values are: Excellence, Respect and Friendship.
OLYMPIC VALUES EDUCATION PROGRAMME (OVEP) EDUCATIONAL THEMES	The five OVEP educational themes are: joy of effort, fair play, respect for others, pursuit of excellence, and the balance between body, will and mind.
OLYMPIC VALUES EDUCATION PROGRAMME (OVEP) INSTRUCTOR	The individual who will deliver the physically active OVEP to young people.
OLYMPISM	Olympism is a philosophy of life based on the Olympic values, which arises from the Olympic Movement.



PANEL DISCUSSION	A moderator (an educator or a student) is selected to present questions to a group of people (perhaps students or experts). The format for the panel's responses can vary. The moderator may address an issue to a specific member of the panel or pose the same questions to all members. After a specified time answering the question (with no interruptions) the other panel members can comment on the responses.
PEER TEACHING	Research has repeatedly shown that allowing students to teach one another has a profound impact on the learning success of both the student and the teacher. It is especially powerful for students who find the material to be challenging. Having a peer teacher helps the developing student to connect with both the material and their peers in significant ways.
PERSONALISATION	This methodology draws on 21st-century learning competencies (creativity, collaboration, communication skills, problem-solving) and allows the student to design their learning around their interests and preferred learning styles. Students can then choose how they express their learning – essentially they personalise it.
PORTFOLIOS	A portfolio is a depository of student learning. It can be a physical document – a binder, a file – or a digital box in which various media can be stored. The student gathers work that showcases their learning, how it has progressed, along with areas of strength and weakness.
POSITIVE YOUTH DEVELOPMENT (PYD)	The process by which young people gain the competencies to navigate adolescence in healthy ways.
POST-GAME ANALYSES	The post-game analyses throughout the Playbook are reflective questions provided for the workshop participant to critically think about the content at high levels.
PREZZI/POWERPOINT	A number of digital tools can be used to present ideas connected to these OVEP activities in a colourful manner.
PROBLEM-SOLVING	The ability to determine solutions in varying situations. Some solutions to problems are better than others, and young people should think critically and consider collaborating with others, as they seek optimal solutions.
PROGRAMME EVALUATION	The process of collecting information about the programme after it is completed to determine its effectiveness in meeting programme objectives.
PROJECT-BASED LEARNING (PBL)	Students are encouraged to select a question that will guide their learning for the designated length of the assignment or project. OVEP and PBL are a natural fit as students might select one or more educational theme(s) and then explore aspects matched to their interests. The PBL approach would allow the students to choose how they present what they have learned.
QUESTION AND ANSWER	This method draws on the skill of the educator to ask questions that explore a student's understanding and then challenge them with further questions based on their responses. This approach gives the students the opportunity to make predictions and provide reasoning that in turn will be challenged for strength or accuracy.
REFLECTION	The act of thinking back on an experience for the purpose of improving the instruction or outcomes of the activity or lesson.
RESPONSE JOURNALS	These are used by the student to write their thoughts (over time) to a question. For example: The educator may pose a question “Can OVEP change the character of a student?” As the student participates in the OVEP activities, they will be able to make journal entries in response to this question.

**ROLE-PLAY**

The students research characters from an Olympic story then act it out.

ROUND TABLE

In this strategy, an educator writes a question (or several questions) on a piece of paper. Students write answers or suggest ideas and then pass the paper on to the next member of the group. This is a useful way of generating ideas but is also a means for the educator to gauge the group's level of understanding.

SCAFFOLDING

This is a technique whereby the educator breaks the task into smaller, more manageable pieces and supports the learner until they are ready for more complex pieces.

SOCRATIC QUESTIONING

This ancient strategy, inspired by the teachings of Greek philosopher Socrates, is led by the educator, who challenges the students to question their understandings and defend their opinions.

STORYTELLING

A pedagogical strategy used as a powerful tool for communicating a topic or concept with learners.

SUMMATIVE ASSESSMENT

Assessment that occurs at the culmination of an activity or skill to determine if learners mastered the skill or learning objectives, or if they need additional instruction in order to do so.

TASK CARDS

Educators write down tasks that describe or support the OVEP activities. These cards can be taken into groups and used to prompt questions or clarify understanding.

**THINK – CONNECT –
CHALLENGE – EXPRESS**

The educator guides the student to appraise the problem and link it to their current understanding, before challenging it and finally expressing their new understanding.

THINKING SKILLS

Many of the OVEP activities prompt the students to explore their own ideas about the material. Thus thinking skills such as analysis, reflection, synthesis and theorising are incorporated into these activities.

VALUES-BASED EDUCATION

Approaches to preparing children and youth for life by teaching values.

VIRTUAL LEARNING

Students who have access to information and communication technologies (known as ICT) can use these resources to make creative use of many of the suggested OVEP activities. They can share their ideas in video conferencing, podcasts, chatrooms or social media.

VLOGS

Students' technological literacy provides many unique ways to demonstrate what they have learned to their educators. Vlogs are the video equivalent of blogs. The students can record an interview with each other, or record a monologue, and then upload to a website or hosting site. This method offers considerable potential for students.

WORKING BACKWARDS

This is a unique teaching strategy whereby the students start their work at the finishing point. The students then have to determine the preceding steps that helped to reach this point.





RESOURCE AND REFERENCES

SECTION 7

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